



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information



Organization Somerset ISD CDN 015909 Vendor ID 1746002325 ESC 20 DUNS
Address 7791 6th Street City Somerset ZIP 78069 Phone 866-852-9858
Primary Contact Ramiro Nava Email ramiro.nava@sisdk12.net Phone 866-448-2423
Secondary Contact Sheila Collazo Email sheila.collazo@sisdk12.net Phone 866-448-2423

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Saul Hinojosa Title Superintendent
Email saul.hinojosa@sisdk12.net Phone 866-852-9858
Signature  Date 11/13/2018
Grant Writer Name Melissa A. Holguin Signature  Date 11/13/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the

701-18-106-078

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
As per TAPR 2016-2017, SISD's teacher turnover rate is 24%, which is 8% points higher than the state average and 60% of the district's teachers have less than five years of teaching experience, which is 24% above the state average.	The implementation of the Grow Your Own grant will allow for exceptional preparation into the teaching profession beginning in the 9th grade year. We will align the course of study to our existing partners wherein students will earn their degrees/certification within our system aligned to our teacher evaluation system.
As per the TAPR, 87% of SISD's students are of Hispanic ethnicity, while only 60% of teachers are of Hispanic ethnicity.	Selection for students in the program will aim to recruit a majority of Hispanic students with a quantitative goal of 85% representation. Students in this classroom will be limited to those who select this pathway based on interest in the teaching profession as marketed during the spring of the 8th grade year.
EC-6 teacher vacancies averaged 7.5 candidates per position, 4-8 teacher vacancies averaged 4.7 candidates. At four secondary campuses there were 46 ELAR, 30 Math, 39 Science, and 67 SS applicants.	Provide a viable and accelerated pipeline using the established partnerships between SISD and our Institute of Higher Education partners consisting of a community college and a four-year university.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

1. SISD will have a teacher turnover rate at or below 15%.
2. SISD will have 50% or less of teachers with less than five years of experience.
3. SISD will have a minimum of a 15% gap between teacher-to-student demographic differences.
4. SISD will offer a minimum of three Instructional Practices courses in 2019—2020 academic year and two Practicum courses sections in 2020-2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Based on the district's timeline of events during the initial grant period (January 2019) the participating teacher will have been identified. Students in the 8th grade will have been provided information on the Education and Training courses, which will be available during the 2019-2020 school year.

Benchmarks will consist of

- A minimum of 2 teachers, one principal, and one counselor will participate in the initial TEA institute; and
- A minimum of 25 students will be enrolled in the Introduction Education and Training courses.
- Somerset ISD will become a member of CTSO (TAFE).

Measurable Progress (Cont.)**Second-Quarter Benchmark**

During the second quarter of the grant period students will have completed their first set of Education and Training courses.

The following benchmarks have been established to measure progress:

- A minimum of 20 of 25 students (80%) will have passed their Education and Training courses.
- Through the CTSO (TAFE), high school students will recruit new members interested in pursuing careers in education.
- A minimum of 20 new students will be recruited by the CTSO/TAFE and 10 students will attend and compete in an annual academic event.

Third-Quarter Benchmark

A minimum of 23 students will have passed the Education and Training courses.

A minimum of 10 members will attend the annual conference and compete in an annual academic event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The district will collect data on a regular basis. Participating students enrolled in the Education and Training courses will have their academic data submitted to the program director to include three week and six-week grade reports. Embedded in the Teacher Advancement Program used district-wide, the participating teacher's evaluation reports will also be analyzed and strategies to target needs will be employed by the high school master and mentor teacher coaches.

Sign in sheets will be collected from the district's CTSO/TAFE chapter which will be used to monitor the participants' attendance. Data will be assembled into progress reports for review by stakeholders to determine the following:

- Is the campus on target to meet the identified benchmarks?
- Which benchmarks are at-risk of not being met?
- What are the current obstacles?
- What solutions can be developed to address challenges?

Modification of program for sustainability:

- Not enough students are enrolled in the Education and Training courses.
- Membership in the CTSO/TAFE is insufficient.

Adjustments in recruiting will take place with possible incentives provided for participation. Recruitment will be adjusted and surveys will be provided to incoming 9th grade students to determine possible reasons for selection of the high school courses. Based on these results, a plan of action will be implemented to increase interest and enrollment.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The district has outlined a process that will be utilized to recruit and select quality teachers to participate in the Grow Your Own Pathway #1 program. Somerset ISD is a Teacher Advancement Program (TAP) district that has a system of support to consistently coach teachers to become highly effective practitioners who consistently reflect on their craft. This outline includes the following:

- The Process for Identifying Teacher Participants: Somerset High School currently has a course titled, Introduction to the Practicum in Education taught by a highly qualified teacher. Currently, there are two course sections available to students with 22 students enrolled. Therefore, our initial identification will focus on the teacher of record for this course with the expansion of courses to include the Education and Training course sequence. Teachers who are rated as with a Skills, Knowledge, and Responsibility (SKR) score of 3.5 or above (such as the teacher referenced based on historical performance evaluations) will be considered as a highly qualified teacher eligible to teach this sequence of courses. This score is correlated back to an instructional rubric that classifies the teacher as "above proficient" and qualifies them as eligible for a mentor teacher position.
- Recruitment Strategies: This teacher who has already established a relationship with most of these existing students has the added benefit of growing the program. Her evaluation performance ratings, student involvement history, and strong recommendations from colleagues and supervisors, plus her added commitment of two years to our district, makes her the ideal candidate to begin developing this program at the onset.
- Memorandum of Understanding (MOU): The teacher participating in the program will be required to sign an MOU which will commit them to continue their employment with the district for a minimum of four years as a condition of receiving the grant stipend. If the teacher chooses not to sign the MOU another teacher candidate will be selected based on the criteria articulated above.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 =

Total Request for Pathway 1

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Supplies/marketing materials	500
Education and Training Courses	2000
Instructional materials	500
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Professional development training - TEA Institute	2000
TAFE Membership Fees	200
TAFE Registration Fees (conferences and competition)	1000
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs **TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Implementation and Growth of the Education and Training Courses

Career development, counseling, and support opportunities for students and establishment of TAFE:

Beginning in the spring of the 8th grade year, students will receive guidance counseling and access to the high school sequence of courses and programs. Students currently enrolled in the education course will be used to recruit incoming freshmen into the program. The selected teacher will support the enrolled students in the establishment of the TAFE chapter at the high school campus and continue to develop this program to build interest in the organization and sequence of courses.

Strategies to increase enrollment in each course each year:

During the career and technology course showcase in the spring prior to the freshmen year, students will have the opportunity to meet the currently enrolled students in the education courses. Marketing materials will be developed with the assistance of the district's public information department to include brochures and a recruiting video.

Description of the recruitment and selection of highly qualified field experience classroom teachers with measurable evidence of student achievement:

The district utilizes the Teacher Advancement Program which measures teacher performance using robust teacher evaluations, includes a measurement of professional responsibilities, and links student performance to a schoolwide value-add score. Teachers are provided weekly professional development based on campus needs and are designed to positively impact student achievement. Teachers who are rated as with a Skills, Knowledge, and Responsibility (SKR) score of 3.5 or above and above will be considered as a highly qualified teacher eligible for recruitment. This score is correlated back to an instructional rubric that classifies the teacher as "above proficient" and qualifies them as eligible for a mentor teacher position.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Recruitment

Given the goal to mirror our student demographics, we will aim to recruit a majority of Hispanic students with a quantitative goal of 85% representation. Students in this classroom will be limited to those who select this pathway based on interest in the teaching profession as marketed during the spring of the 8th grade year. We will not use academic thresholds as our aim is to grow our existing program and work with students to maintain a B average or above in all of their courses once they enter the program.

Marketing and Recruitment Strategies

During the 8th grade year, all Somerset ISD students take a Career course that is designed to explore career interests and align these to their high school graduation plan. During this semester long course we will promote our educational pathway as a viable option for our students. Students in this class will understand that they can complete their Associate's degree at either the district's early college high school or at the traditional high school campus, enroll in the Education and Training courses, earn their Associate's degree, and gain automatic acceptance in the Tech Teach program. Following the successful completion of this program, students will be offered employment at Somerset ISD, classified as a second-year teacher. This pathway will also be publicly marketed to the community at the electives night for 8th grade students and at our annual parent symposium.

Education and Training Course Persistence

The leadership team will closely monitor each cohort of students enrolled in the Education and Training courses. The students' grades will be examined at each three week period when grades are published. Students who are enrolled in these courses will be assigned a mentor teacher, who will be available to offer emotional and social supports as they persist in the program. Mentor teachers will be provided appropriate training to properly and effectively support our students.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number